

E. Gr

# THE NEW ENGLISH BOOKS

A GRADUATED COURSE  
OF  
ENGLISH COMPOSITION  
IN FIVE BOOKS  
FOR PRIMARY AND  
SECONDARY SCHOOLS

By W. J. GLOVER  
*Editor of*  
"The Children's Cameos  
of Poetry & Prose"

BOOK. I.

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## FOREWORD

The New English Books have been written to meet the need in our schools for a collection of literary gems from the **standard writers**, on which the teaching of English composition may be based as on a **sure foundation**.

The whole scheme is **Concentric** in plan ; the main points are taken up again and again, each time in greater detail and with fresh illustrations.

Extracts in any number are given of such striking yet simple beauty that the **child's imagination and style are bound to be affected**.

\* \* \* \* \*

"An essential to success is the study of suitable models. Not only must the child be led to describe for himself ; **he must also learn how those who have been most successful in description have set to work. He must therefore study passages from the works of great writers carefully chosen for the purpose.** These passages, however, should not be presented to the child until he has made his own attempt to do what has been successfully accomplished by others, and has thus realised his own limitations and deficiencies."—*B. of E. Circ.* 808.

"For a man to write well, there are required three necessities : to read the best authors, observe the best speakers, and much exercise of his own style."—*Ben Jonson*.

"One of the greatest difficulties that I have encountered is the lack of words to express ideas."—*Rich. Jefferies*.

"Whenever I read a book or passage that particularly pleased me, in which a thing was said or an effect rendered with propriety, in which there was either some conspicuous force or some happy distinction in the style, I must sit down at once and set myself to ape that quality. . . . That, like it or not, is the way to learn to write ; whether I have profited or not, **that is the way.**"—*R. L. Stevenson*.

"It is absolutely essential that he who would learn to write with ease, precision and force, should study the masters of the English tongue. **There is simply no other way.** Ideas, vocabulary, choice of phrase, device of metaphor and simile, the whole equipment of the workman, these may be acquired by reading, and reading alone."—*L. Cope-Cornford*.

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The **Exercises and Models** on which the instruction in these books is based consist of :—

**Descriptive Composition**, exercises dealing with common sights and experiences (*B. of E. Cir.* 808, par. 50).

**Reproductive Composition**, from Fairy Tales and Fables to Historical and other studies (par. 48).

**Narrative Composition**, dealing largely with personal incidents in daily life (par. 53).

**Inventive Composition**, being exercises based on the child's experience or imagination, or on both (par. 51).

**Letter Writing**, from simple friendly letters to the business type (pars. 26 and 51).

**Descriptive Models and Exercises** form a prominent feature throughout the books.

*For Contents see page 3 of cover.*

# THE NEW ENGLISH BOOK

## BOOK I

### LESSON 1

#### THE SENTENCE

##### Subject and Predicate

(a) Here are six thoughts from Tom Hood :—

“ The flowers are closing,  
The daisy’s asleep ;  
The primrose is buried  
In slumber so deep ;  
Shut up for the night is the pimpernel red ;  
It’s time little people were going to bed.”

The thoughts can be divided thus :—

Subject. (What we think about.)	Predicate. (What we say about it.)
The flowers	are closing.
The daisy	is asleep.
The primrose	is buried in slumber so deep.
The pimpernel red	is shut up for the night.
It	is time.
Little people	were going to bed.

iii. Suppose a fierce dog appeared yesterday at your open class-room door, write down three thoughts of your own similar to (d). describing the scene.

## LESSON 2

### NOUNS

“The cow has a horn, and the fish has a gill ;  
The horse has a hoof, and the duck has a bill ;  
The bird has a wing, that on high he may sail ;  
And the lion a mane, and the monkey a tail.”  
—*Taylor*.

Make a list of all the names in the above nursery rhyme.

**Names** are called **Nouns**.

### NUMBER IN NOUNS

“Pansies, lilies, kingcups, daisies,  
Let them live upon their praises ;  
Long as there's a sun that sets,  
Primroses will have their glory ;  
Long as there are violets,  
They will have a place in story.”

—*Wordsworth*.

Write out the *names* or *nouns* in the above.

Can you see any difference between the nouns in the first verse and those in the second? In the first every noun stands for a SINGLE thing, but all the flower names in the second stand for MORE THAN ONE.

## Singular

↓  
(one).

cow

horn

fish

## Plural

↓  
(more than one).

pansies

lilies

kingcups.

## Exercises

i. Finish the above list.

ii. Copy these columns and complete them in your exercise book :—

## NOUNS.

Singular (one).	Plural (more than one). Add "s."	Singular (one).	Plural (more than one). Add "es."
cow	cow <u>s</u>	fox	fox <u>es</u>
horn		potato	
gill		tomato	
bill		church	
wing		glass	
		brush	

Singular.	Plural.	Singular.	Plural.
<i>pansy</i> lily daisy story cherry	<i>pansies</i>	<i>boy</i> key valley chimney holiday	<i>boys</i>

Singular.	Plural.	Singular.	Plural.
<i>shelf</i> calf loaf half leaf	<i>shelves</i>	<i>wife</i> knife life	<i>wives</i>

**Study :**

Singular.	Plural.	Singular.	Plural.
man woman tooth mouse goose	men women teeth mice geese	ox child sheep deer salmon	oxen children sheep deer salmon

## LESSON 3

### PROPER NOUNS AND COMMON NOUNS

“Then the fleet sailed up the Humber and Ouse, and landed not far from York ; but Morcar, the Earl of Northumbria, came out with all his forces, all the stout men and tall of the great race of the Anglo-Dane.”—*Lord Lytton*.

In the above paragraph some nouns begin with a capital letter. These are special names ; only one person, or one place, is meant by that name. Such names are called **Proper** nouns ; other names are **Common** nouns. Thus, the noun “ river ” is a common noun, belonging to all rivers, but “ Humber ” and “ Ouse ” are special names. At that time there were several “ earls,” but only *one* Morcar, Earl of Northumbria. Similarly the “ Anglo-Dane ” is a special race.

### *Exercises*

i. Write this list of Proper Nouns, and opposite each write a common noun that shall be its **class-name**, thus :—

*John* is a *boy*.    The *Thames* is a *river*.

**Proper Noun.**

**Common Noun.**

John

boy

Thames

river.

England, London, Bible, George V, Raleigh, Elizabeth, Spurn Head, Atlantic Ocean, Plymouth Harbour, Ben Nevis, General French.

ii. Now take this list of common nouns and write against each a special name for any *one* of the class,—that is, write a suitable proper noun :

city, river, island, girl, sailor, ship, engine, railway, doctor, lawyer, teacher.

iii. Write one sentence about each of these, using a proper noun and a common noun in each sentence :

river, boy, street, man, county, lake, mountain, book, town.

## LESSON 4

### VERBS

“The tree-tops rustle, the tree-tops wave,  
They hustle, they bustle ; and down in a cave  
The winds are murmuring, ready to rave.  
The skies are dimming ; the birds fly low,  
Skimming and swimming, their wings are slow ;  
They float, they are carried, they scarcely go.  
The dead leaves hurry ; the waters, too,  
Hurry and scurry, as if they knew  
A storm was at hand ; the smoke is blue.”  
—*W. B. Rands.*

The tree-tops *rustle*, *wave*, *hustle*, and *bustle*.

These four words in italics tell us what the tree-tops **do**.

They show **action**, and are called **Verbs**.

The tree-tops *are rustled*, *are waved*, and *are hustled* by the wind.

These three pairs of words also show **action**; they show what the winds **do**, or what **is done** to the tree-tops by the wind; they, too, are **Verbs**.

### *Exercises*

i. Make some sentences about "Dogs," using any of these verbs:—bark, whine, yelp, howl, growl, cry, snarl.

ii. Write some sentences making the verbs *fit* the sound, or the action, exactly; thus: "The bees buzzed all the livelong day." Use some of these verbs, or others: boom, flash, crack, patter, roar, hum, cackle, murmur, chatter.

iii. Make some sentences on "feeding," using the verbs correctly: graze, chew, peck, gobble, suck, bolt, browse, nibble, gnaw.

iv. These verbs are used for the "cries" of animals. Put each in a sentence correctly, "The *ass* brays."—bleats, bellows, carols, croaks, caws, crows, growls, gobbles, howls, squeals.

v. Fit suitable verbs to these nouns, to show the "cry" of each animal, thus, "The elephant *trumpets*."—dove, owl, ox, grasshopper, snake, dog, horse, hen, sparrow, donkey.

vi. Make some sentences about "eggs," using these verbs :—were laid, were sold, were bought, were brought, were cooked, were eaten.

vii. Make sentences describing the various ways in which your mother might cook an egg for you.

## LESSON 5

### NUMBER IN VERBS

#### Watch the "S"

Singular.	Plural.
The tree-top rustles.	The tree-tops rustle.
The tree-top waves.	The tree-tops wave.
The bird flies.	The birds fly.
The bird floats.	The birds float.
The leaf hurries.	The leaves hurry.

#### Note.

1. A Singular noun takes a singular verb, and a plural noun takes a plural verb.

2. The Singular verb *rustles*, **becomes plural by dropping its "S,"** so when the noun puts on

an "S," the verb does not ; when the verb puts on an "S" the noun does not.

*Study these columns.*

Subject.	Predicate.
The tree-top	rustles.
The tree-top	waves.
It	hustles.
It	bustles.
The wind	is murmuring.
The sky	is dimming.
The bird	flies low.
It	floats.
It	is carried.
It	scarcely goes.
The dead leaf	hurries.
The water	scurries.
It	knows.

### *Exercises*

i. Change the noun in each line to the plural number, and change "it" to "they," then change the verb correctly. *Watch the S.*

ii. Take Jane Taylor's verse on page 4 and write it out in the plural number.

iii. Birds fly, hop, sing, chirp, build, hatch, feed, teach.

Change this to the singular number.

iv. "The flowers are closing,  
The daisy is asleep,  
The primrose is buried  
In slumber so deep.

The butterfly, drowsy,  
Has folded its wing;  
The bees are returning,  
No more the birds sing."

—*T. Hood.*

Rewrite this verse, using singular nouns where there are plural, and plural nouns where there are singular. *Watch the S.*

v. The wind whistles, howls, roars, drives, blows, carries.

Change this to the plural number.

Two Singular Subjects joined by **and** take a Plural verb.

Subject.	Predicate.
The girl and boy, i.e. <i>they</i>	<i>are</i> singing.
Tom's hat and jacket	<i>were</i> lost.
Sir John and the rest	<i>were</i> riding.
Sir John and the keeper	<i>go</i> on ahead.
Tom and his master	<i>are</i> setting out.

*Note.* In the above sentences **and** connects or **adds** one **subject** to another. The **verb** is **plural**, to agree with the **plural subject**.

Study the use of **and** in these sentences :

I had a dove, **and** the sweet dove died.

I kissed it oft, **and** gave it white peas.

Boats sail on the rivers, **and** ships sail on the seas.

The harper turned, **and** left the room.

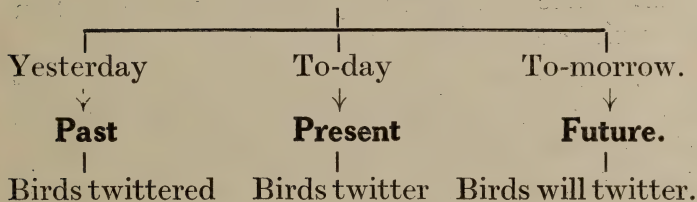
The fields were green, **and** the sky was blue.

*Note.*—**And** here **adds** one **statement** to another.

## LESSON 6

### VERBS

#### TIME or TENSE



“The cock is crowing, the stream is flowing,

The small birds twitter, the lake doth glitter,

The green fields sleep in the sun ;

The oldest and youngest are at work with the strongest ;

The cattle are grazing, their heads never raising,

There are forty feeding like one.”

—*Wordsworth.*

*Study this :—*

{ To-day <i>Present Time</i> }	{ Yesterday <i>Past Time</i> }	{ To-morrow. <i>Future Time</i> }
The cock is crowing	was crowing	will crow.
Birds twitter	twittered	will twitter.
Sun doth glitter	did glitter	will glitter.
Sun glitters	glittered	will glitter.
Fields sleep	slept	will sleep.
Forty are	were	will be.

### *Exercises*

- i. Write the verse on page 13 in the *past tense*.
- ii. Write Tom Hood's verse on page 12 in the future tense.
- iii. Write the poem by Rands on page 8 in past time and singular number.
- iv. Write an account of what you did *last* Saturday. You may only use *then* or *next* once each ; some of these words may help you :—at first, after which, as soon as, having done that I, soon after, when this was done, afterwards, last of all.
- v. Write about what you hope to do *next* Sunday.
- vi. Write a sentence or two saying what the children in your class are doing *now*, or what you expect your father or brother is doing.
- vii. Write a few sentences describing the weather of *to-day*.

LESSON 7

VERBS THAT FIT

*Study this* :—" Did she fly at Tom, catch him by the scruff of the neck, hold him, hurry him, hit him, poke him, pull him, pinch him, pound him, put him in the corner, shake him, slap him, set him on a cold stone and so forth ? Not a bit."—From *Water-Babies*, Chap. vi.

*Exercises*

i. Write out in the same way what she *did* do, or might have done. Begin thus :—" No, she . . . "

ii. There are many things you could do to an orange. You might buy it, peel it, share it, etc. Begin thus :—" Did he . . . ? Not a bit. He . . . "

*Study this* :—" Mother *made* the gravy hissing hot ; Peter *mashed* the potatoes ; Belinda *sweetened* the apple sauce ; Martha *dusted* the hot plates ; the two younger boys *set* chairs for everybody, and mounting theirs, *crammed* spoons into their mouths, lest they should *shriek* for goose before their turn came."—From *The Christmas Carol*.

*Exercises*

i. Describe the preparations in your home for your Christmas dinner.

ii. Describe any meal that you have helped to prepare.

iii. How do you make ready for a birthday party ?

iv. Study the verse on page 13, show how the verbs *fit the actions*. Write a few lines about any morning or evening scene you know well. Find verbs that exactly fit the events. Study the verbs in verses on pages 1, 2 and 8.

## LESSON 8

**THERE IS. THERE ARE**

Study the use of **there** with "is," "was," "are," and "were."

*There is snow* on the fields. Singular number, present tense.

*There are twelve months* in the year. Plural number, present tense.

*There was a whisper* among us. Singular number, past tense.

*There were forty* feeding like one. Plural number, past tense.

*Is there no nest* in that tree? Singular number, present tense.

*Were there nests* here last year? Plural number, past tense.

### *Exercise*

Fill each space with one of these: there is, there are, is there, are there, there was, there were, was there, were there.

. . . . . eggs in the nest?

. . . . . not a leaf on the tree.

. . . . . an apple for me?

. . . . . many visitors here?

. . . . . a prize for you.

Not many boys . . . . . to-day.

Did you say no girls . . . . .?

. . . . . a star to be seen?

. . . . . many soldiers wounded.

. . . . . several prizes given?

## LESSON 9

### ADJECTIVES

“Out of the houses the rats came tumbling;  
Great rats, small rats, lean rats, brawny rats,  
Brown rats, black rats, grey rats, tawny rats,  
Grave old plodders and gay young friskers.”

—*Browning.*

Point out all the words that show the *kind* of rats that came out. These are *describing* words and are called **Adjectives**.

### *Exercises*

i. I wish you to *fit* Adjectives to the following nouns, two or more to each noun, and make sentences containing them :

*Nouns* :—sky, sea, waves, flowers, apples, mouse, cat, birds, garden, baby, children, horse, dog, street, river, lake.

First study the following sentences made by good writers :

“ When a pear is yellow, it is rich, and ripe, and mellow.”

“ Rats are fierce little animals.”

“ I never saw such a face,—pale, delicate, sweet.”

“ Rab’s hair was short, hard and close, like a lion’s.”

“ Toby was a coarse dog,—coarse in shape, in hair, and in manner.”

*Note* the different ways in which adjectives may be used, their position before or after the noun. Remember this in making your sentences.

ii. Use these descriptive words in a sentence, try to *fit* two or more to a noun, thus :—

“A growl *fierce and deep* came from the wounded tiger.”

“The stream was *swift but shallow*.”

*Adjectives*.—red, green, pure, deep, hard, good, beautiful, warm, short, sunny, clever, shrill, gentle, bright, fair, sharp, wild, long, loud, dark.

Read this description of a dog :

“Her legs set her long slim body about two and a half inches from the ground, making her very like a huge caterpillar—her two eyes, dark and full, and her shining nose, being all of her that seemed anything but hair. Her colour was black above and a rich brown below, with two dots of tan above the eyes.”—*Dr. John Brown*.

*Note* the **Adjectives** used, and how well they describe, how exactly they *fit* the object :—

*long, slim* body,—not “thin.” “Thin” might mean “poor,” or “half-starved.”

*Long and slim* gives you the *exact* picture.

a *huge* caterpillar,—not merely “big” or “fat,” but HUGE. Can you not *see* it ? eyes *dark* and *full*,—the picture seems to be of a loving, faithful creature, eyes *full* of love and expression.

*shining* nose,—no other adjective so fitly describes a dog’s nose.

*Note* how carefully the writer pictures the dog's colour,—not just “black and brown,” but “black above and a *rich brown* below,”—a *rich* brown, not a dull, muddy colour!

### *Exercises*

i. I want you to write for me all you can about your cat. Tell me exactly how it looks and all about its ways. You may want some of these words:—purrs, purring; talons, whiskers, tongue, fore-paws; sleek, rough, smooth.

This is how a clever writer writes about his cat:

“Oh, I wish you had seen our little pussy. He came to us so skinny, scrag, and lean, and went away so fat. They said he stole the food and things, perhaps he did, but he really couldn't help it. He walked upon the dresser-shelf and knocked down mother's jugs, broke half-a-dozen dinner plates and Kate and Molly's cups. I guess he thought he heard a mouse. . . .”

Try to make your story simple and bright like the one above. Choose adjectives and phrases that you think fit your cat exactly.

#### ii. Your Pet.

I want you to write all you can about your pet. Be sure to tell me what it is, exactly what it is like, how you got it, and how long you have

had it. Tell me, too, how and when you feed it, describe its hutch, or kennel, or cage, or nest, or whatever its home may be. If it has any tricks or funny little ways tell me all about them. Do you play with it? How and when?

iii. The Pet I should like.

Tell me what pet you would like to have, give me a full account of your choice. Tell me what kind of a home you would make for it, how you would feed it, and how you would pet it, and play with it. Tell me any way by which you hope to get your wish.

iv. My Friend's Pet.

Write me a full account of your friend's pet. Some of the notes above will help you to think of much that you know about it. Make it as interesting for me as you can.

THE DOVE.

"I had a dove, and the sweet dove died;

And I have thought it died of grieving:

O, what could it grieve for? Its feet were  
tied

With a silken thread of my own hands' weaving,  
ing,

Sweet little red feet! why should you die?

Why would you leave me, sweet bird: why?

You lived alone in the forest tree :

Why, pretty thing ! would you not live with  
me ?

I kiss'd you oft and gave you white peas ;

Why not live sweetly, as in the green trees ? ”

—*Keats*.

v. Let the dove answer the question. Let it describe its life in the forest as well as the life with tied feet.

## LESSON 10

### ADJECTIVE PHRASES

Phrases often give a better description than a simple Adjective. Study the following :

“ In did come the strangest figure,  
His queer long coat from heel to head  
Was half of yellow and half of red,  
And he himself was tall and thin,  
With sharp blue eyes, each like a pin.  
And light loose hair, yet swarthy skin,  
No tuft on cheek, nor beard on chin,  
But lips where smiles went out and in.”

—*Browning*.

Here phrases are used to describe the coat and the man. Point them out.

*Exercises*

i. Use these descriptive phrases in sentences :—

white with snow	pure and bright.
cold and gray	dark and cold.
soft and blue	eager to win.
bright and warm	lovely and bright.
pale with fear	clear and cool.
with clean hands	merry and bright.

ii. Add an Adjective phrase to each of these sentences :

A little boy . . . ran over the grass.

The sun . . . was setting

Clouds . . . were seen in the west.

Three little girls . . . were playing together.

There were seen Bell . . . and Maud . . .  
and Kate. . . .

iii. Write all you can about a mouse, using adjectives and adjective phrases. Tell me—

What kind of body it has.

What sort of eyes and ears.

Where it lives.

What it eats.

What its movements are like.

When and why it leaves its hole.

What may happen when it leaves.

## LESSON 11

## ON PRONOUNS

Two friends were travelling together when *they* met a Bear. The *one* in great fear, without a thought of *his* companion, climbed up into a tree, and hid *himself*. The *other* seeing that *he* had no chance, single-handed, against the Bear, threw *himself* on the ground and pretended to be dead; for *he* had heard that the Bear will never touch a dead body. As *he* thus lay, the Bear came up to *his* head, muzzling and snuffing at *his* nose and ears, but the man held *his* breath, and the beast supposing *him* to be dead, walked away. When the Bear was fairly out of sight, *his* companion came down out of the tree, and asked *what it* was that the Bear whispered to *him*,—"for," said *he*, "*I* observed *he* put *his* mouth very close to *your* ear." "Why," replied the *other*, "*it* was no great secret; *he* only bade *me* have a care how *I* kept company with *those who*, when *they* get into a difficulty think only of *themselves* and leave *their* friends in the lurch."—Æsop.

Instead of repeating the nouns "friends," or "friend" we use *they*, *one*, *other*, *himself*, *themselves*.

One man calls himself *I*, *me* (*myself*) and to the other uses—*you*, *your* (*yourself*), and of other friends—*they*, *their* (*themselves*).

The words are called **Pronouns** because they are used *for nouns* (Pro = for).

Study these pronouns :

Singular.	Plural.
<i>Person speaking.</i> { I, me, my (myself).	We, us, our (ourselves).
<i>Person spoken to.</i> { You, you, your (yourself).	You, yours (yourselves).
<i>Person spoken of.</i> { He, him, his (himself). { She, her, her (herself).	They, them, their (themselves).

### Exercises

i. Make sentences using pronouns from the above list. Use two or more in each sentence.

ii. Read through the story and say for what noun each pronoun stands.

iii. "The bear put the bear's mouth to the man's ear and quietly told the man that the man must carefully choose the men the man wished to make the man's friends."

Rewrite this, using pronouns where possible.

iv. Close your book and write the story from memory.

v. Close your book and imagine yourself to be one of the friends. Now tell the story.

vi. Imagine yourself to be the bear. Tell the story.

## LESSON 12

### “A” AND “AN”

Our alphabet contains 26 letters. Of these **a, e, i, o, u** are called **Vowels**. The remainder are called **Consonants**.

1. Use **an** before words beginning with a vowel, e.g. :—

an apple tree, an orange, an egg.

There are a few words beginning with a vowel that do not take *an*. These you will study later.

2. Use **an** before a **silent h** ; e.g. :  
an honest boy, an hour, an heir.

### *Exercise*

Make sentences containing the following, using **a** or **an** before each :

old lady	ripe apple	egg
angry dog	apple orchard	broken egg
April day	half-an-hour	idle girl
umbrella	October morning	hour
good dinner	excellent dinner	arm
oven	Irishman	old boat
ink-bottle	sweet orange	uncle

LESSON 13

“YOU” AND “I”

“Who has seen the wind?  
Neither you nor I.”

—*Rossetti.*

“Together round her grave we played,  
My brother John and I.”

—*Wordsworth.*

*Note.* When a person is speaking of another and himself it is correct to mention himself or herself last.

*Exercise*

Use these words in a sentence, showing what the persons did :

You and I . . .	She and I . . .
The boys and I . . .	They and I . . .
He and I . . .	Tom and I . . .

Now study these sentences :

His father taught *him*.

His father taught *me*.

His father taught *him* and *me*.

When an action *has been done* to a person we use **me, us, him, her, them.**

*Exercise*

Use the words on page 28 in sentences, showing what *was done to the persons* :

. . . him and her.	. . . them and me
. . . her and me.	. . . him and us.
. . . John and me.	. . . her and Mary.

---

The Pronouns *me, us, him, her, them* often follow such words as **from, with, after, of, at, to, for, upon, behind, above, before, through,** e.g. That is the way for me.

That is the way *for* Billy and *me*.

### *Exercise*

Use these words in sentences, placing one of the above words in front:

. . . you and me.	. . . her and him.
. . . her and me.	. . . Mary and me.
. . . you and us.	. . . you and them.
. . . John and him.	. . . him and me.

## LESSON 14

### ON THE USE OF "THEIR"

"Hercules left the Pygmies within *their* own territory, where, for aught I can tell, *their* descendants are alive to the present day, building *their* little homes, cultivating *their* little fields, spanking *their* little children, waging *their* little warfare with the cranes, doing *their* little business, and reading *their* little histories of ancient times."—*Hawthorne*.

Study this :

Hercules left the Pygmies within the *Pygmies'* territory.

Hercules left the Pygmies within *their* territory.

Instead of using the Possessive noun *Pygmies'* we use the *possessive pronoun* **their**.

**Their** shows possession.

*Their* little homes ; *their* little children ;  
*their* fields ; *their* warfare ; *their* business ; *their* histories.

**Their** is generally used before a noun.

Study this :

<b>Their</b>	and	<b>There</b>
↓		↓
(possessive)		(place)

*There* Hercules left the Pygmies within *their* territory, where, for aught I can tell, *there* are descendants of *theirs* alive to-day.

### *Exercises*

i. Use these phrases in sentences and include *their* or *theirs* in each sentence :

There is . . . . . Are there . . . . ?

There are . . . . . There was . . . .

Is there . . . . ? There were . . . .

ii. Use these phrases in sentences and include *there* in each sentence :

. . . in their . . . . . . . . from their . . . .

. . . by their . . . . . . . . beyond their . . . .

## LESSON 15

## A REVISION LESSON

## AGREEMENT IN NUMBER

Study the use of these common verbs :

Singular.	Plural.
<i>I am</i> happy to-day. <i>He has</i> his knife in his pocket	<i>We are</i> happy to-day. <i>They have</i> their knives in their pockets.
I am, he is, she was. I do, he does, man does. I have, he has.	We are, they were. We do, they do, men do. We have, they have.

*Exercises*

i. Make sentences, using verbs from the above list.

ii. CHANGE INTO PLURAL. CHANGE INTO SINGULAR.

- |  |  |
|--|--|
| <p>(a)        <b>Is. Am.</b></p> <p>The bee is humming.</p> <p>My foot is tired.</p> <p>I am coming.</p> <p>Is the child happy?</p>            | <p><b>Are.</b></p> <p>Merry voices are ringing.</p> <p>The sheep are bleating.</p> <p>Are the loaves new?</p> <p>The men are resting.</p>              |
| <p>(b)        <b>Was.</b></p> <p>Was the child hurt?</p> <p>He was a hero.</p> <p>Was it a fairy?</p> <p>The calf was lost.</p>                | <p><b>Were.</b></p> <p>Were the ladies pleased?</p> <p>The valleys were shady.</p> <p>The Englishmen were brave.</p> <p>Their horses were wounded.</p> |
| <p>(c)        <b>Do. Does.</b></p> <p>Does the lady play?</p> <p>I do not care.</p> <p>She does not sing.</p> <p>Does the army win?</p>        | <p><b>Do.</b></p> <p>We do not understand.</p> <p>Do geese fly?</p> <p>Do the oxen thrive?</p> <p>Our lilies do not bloom.</p>                         |
| <p>(d)        <b>Has.</b></p> <p>The lily has a leaf.</p> <p>Has the fly flown?</p> <p>The fleet has sailed.</p> <p>Has the potato an eye?</p> | <p><b>Have.</b></p> <p>Deer have antlers.</p> <p>Have the fairies gone?</p> <p>The children have toys.</p> <p>Knights have shields.</p>                |

## LESSON 16

## ON PHRASES

“ Out of a low cave of rock, at the foot of a limestone crag, the great fountain rose, quelling and bubbling and gurgling.”—*The Water-Babies*.

- (1) Out of a low cave of rock.
- (2) At the foot of a limestone crag.
- (3) Quelling and bubbling and gurgling.

Here are three little *groups of words* used by Kingsley to help make his sentence about the fountain. They are called **Phrases**. They are useful but they are not complete thoughts, and thus cannot be used alone. Why not ?

Kingsley begins *The Water-Babies* with a phrase, the well-known one, *Once upon a time*, and instantly our interest is aroused.

## ORAL WORK

Examine paragraphs selected by your teacher from one of your reading books and point out the phrases used by the author. Indicate any especially “ musical phrase ” you may find.

*Exercises*

i. Write some sentences beginning with phrases chosen from this list :

Long before dawn ; At break of day ; Early in the morning ; At midday ; In the afternoon ; At sunrise ; Late in the evening ; Soon after sunset ; Towards midnight.

ii. Give an account of your actions of yesterday, last Sunday, or last Bank Holiday. Use phrases from the above list.

iii. Describe a day in the life of a railway-porter, or a postman, or a policeman. Use phrases given above, or make others similar.

iv. Write a short account of a year in the life of a Robin, or Swallow, or Sparrow, or Thrush, using phrases given below, or similar ones :

Early in spring ; at the approach of summer ; in midsummer ; since the beginning of autumn ; at the coming of winter ; during winter's storms ; amidst frost and snow ; all through the winter ; in spite of rain and cold.

v. Suppose you are a cat. Describe fully one day in your life.

vi. Suppose you are a mouse, say where you live, how and when you get your food, and describe an exciting adventure you once had.

## LESSON 17

## ON SOME USES OF THE COMMA

Commas are used to separate—

(a) the nouns in a list.

(b) adjectives or adjective phrases.

(c) the actions in a series.

## PART I. TO SEPARATE THE NOUNS IN A LIST

“Attention was given to the veal pie, the cold mutton, the potatoes, and the tart.”—*Dickens*.

“He left his blessing in almshouse, hospital, and jail.”—*Dickens*.

“At last he came to a bank of beautiful shrubs, whitethorn, mountain-ash, and oak.”—*Kingsley*.

“The stream rose higher and higher, and rushed down, full of beetles, sticks, straws, worms, and odds and ends.”—*Kingsley*.

*Exercises*

i. Write these thoughts in one sentence, using commas as above. The sentences are from Kingsley's *Water-Babies*.

(a) The door was hung round with clematis. It was hung round with roses. It was hung round with honeysuckle.

(b) The little grass slope was covered with the prettiest flowers. It was covered with rockrose. It was covered with saxifrage. It was covered with thyme. It was covered with all sorts of sweet herbs.

(c) The groom looked so neat and clean with his drab gaiters. He looked so neat and clean with his drab jacket. He looked so neat and clean with his snow-white tie. He looked so neat and clean with his clean ruddy face.

(d) The room had white window curtains. It had white bed-curtains. It had white furniture. It had white walls.

ii. (a) Describe a table laid for dinner. You may begin thus: "On the table were placed . . ."

(b) Describe the contents of your classroom: "My classroom contains . . ." or, "In my classroom there is . . ." or, "... there are . . ."

(c) Study paragraph *b* above and finish this,—  
"In my garden are . . ."

(d) Study paragraph *c* above and finish this,—  
"My little friend looked so sweet in her . . ."

PART II. TO SEPARATE A SERIES OF ADJECTIVES  
OR ADJECTIVE PHRASES

Here are four very simple thoughts :

His eyes were black. His eyes were restless. His eyes were sly. His eyes were cunning.

Here they are written in one sentence by Charles Dickens :

“His black eyes were restless, sly, and cunning.”

Look at these sentences also from Dickens :

“It was a shabby, dingy, dusty cart.”

“Scrooge was a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner.”

Note the comma separating the adjectives.

*Exercises*

i. Write these thoughts in one sentence, using commas correctly :

(a) His face is good. His face is kind. His face is tender.

(b) He is a thin man. He is sorrowful. He is thoughtful. He is grey-haired.

(c) The weather was cold. It was bleak. It was biting. It was foggy.

(d) Christmas is a kind time. It is a forgiving time. It is a charitable time. It is a pleasant time.

ii. Study this sentence of Kingsley's :

“ Such a pleasant cottage it was, with a shiny, clean, stone floor, curious old prints on the walls, an old black oak sideboard full of bright pewter and brass dishes, and a cuckoo clock in the corner.”

Now write sentences similar to this describing your kitchen, your flower-garden, your classroom, a farm-yard, a park.

### PART III. TO SEPARATE ACTIONS IN A SERIES

(a) “ Old Fezziwig laid down his pen, looked up at the clock, rubbed his hands, laughed, and called out in a comfortable voice, ‘ Yo ho, there ! ’ ”—*Dickens*.

(b) “ She boxed their ears, thumped them over the head with rulers, told them they told stories, and at last birched them.”—*Kingsley*.

(c) “ We hunt them up and down the pools, drive them into a corner, catch them, bite out their soft throats, suck their sweet juice, and then throw them away.”—*Kingsley*.

(d) “ Tom offered to upset him, punch him, stamp on him, knock him over the head with a brick, or to do anything else that would give him the slightest comfort.”—*Kingsley*.

Note the comma after each action.

*Exercise*

Write these thoughts in one sentence. They are from Kingsley's *Water-Babies* :

i. The old nurse made up her mind that Tom had come to rob. That Tom had come to plunder. That he had come to destroy. That he had come to burn.

ii. He brandished his thunder box. He yelled. He raved. He roared. He stamped. He danced like any black fellow.

iii. The under gardener saw Tom. He threw down his scythe. He caught his leg in it. He cut his shin open.

iv. The dairymaid heard the noise. She got the churn between her knees. She tumbled over it. She spilt all the cream.

*Exercise*

Study the following sentence by George Eliot :

"Maggie tossed her hair back and ran down-stairs, seized her bonnet, peeped, and then dashed along the passage."

Now write a sentence similar to the above on this :

Imagine yourself at breakfast when father appears and suddenly says :

i. "Come, the train goes in five minutes."

or, ii. "There is a house on fire in the next street."

or, iii. "There is a wreck on the shore."

## VERBS THAT FIT

Study the *fitness* of the verbs in (a) (b) and (c) on page 37, and in George Eliot's sentence on page 38.

Tennyson said a Brook could sparkle and glance; chatter, bubble and babble; wind, steal, slip, and slide; bicker and murmur; linger and loiter; curve and flow and join the brimming river.

*Exercise*

Write a few sentences saying what you have *heard* and *seen* a stream do, or *heard* and *seen* a cat or dog or bird do. Choose your verbs carefully, use your **ear** and **eye**.

## LESSON 18

## ADJECTIVES

## PART II. COMPARISON

(1) "He saw a **big** fish, ten times as big as the **biggest** trout. . . . At last one came up **bigger** than all the rest."—*Kingsley*.

(2) "As for the **pretty** lady, she told **prettier** stories than ever, and in the **prettiest** voice he had ever heard."—*Kingsley*.

Study the use of the words in *black type*. They *describe* the fish, the lady, the stories, the voice, and are called **Adjectives**.

In (1) there are three adjectives of different degrees :

a **big** fish  
a **bigger** one  
the **biggest** trout.

In (2) there are also three adjectives of different degrees :

a **pretty** lady  
**prettier** stories  
the **prettiest** voice.

We can arrange the adjectives thus :

1st degree.	2nd degree.	3rd degree.
big	bigger	biggest.
pretty	prettier	prettiest.

Other Adjectives compared like the above are :

strong	stronger	strongest.
weak	weaker	weakest.
small	smaller	smallest.
large	larger	largest.

### *Exercise*

Add to the above list

*Exercise*

Write out the adjectives in (3) and (4) and compare them in three columns as on page 40.

(3) “I am ugly. I am the ugliest fairy in the world; and I shall be, till people behave themselves as they ought to do. Then I shall be like my handsome sister, who is the loveliest fairy in the world.”—*Kingsley*.

(4) “In they came dozens and dozens of them, some bigger than Tom and some smaller, all in the neatest little white bathing dresses.”—*Kingsley*.

---

**Study this—**

{ Snowdon is a high mountain.  
{ Ben Nevis is higher than Snowdon.  
{ Mont Blanc is the highest mountain in Europe.

Combining these we get :

Snowdon is a high mountain, Ben Nevis is higher, but Mont Blanc is the highest in Europe.

“Mont Blanc is the monarch of mountains, they crowned him long ago.”—*Byron*.

We use **high** (1st degree) in speaking of *one* mountain.

We use **higher** (2nd degree) in speaking of *two* mountains.

We use **highest** (3rd degree) in speaking of *more than two* mountains.

**Study this—**

- { All music is sweet.  
Some bands play sweeter music than others.  
“The sweetest of all music the pipes at Lucknow played.”—*Whittier*.

Combine these three statements in one sentence. Use *but* as one of the links.

*Exercises*

i. Ripe fruit is sweet, but . . . Finish this sentence by comparing apples, pears, and peaches.

ii. Compare John's knife, Fred's knife, and James' knife, thinking of the sharpness of the knives.

iii. Compare Mary's doll, Jane's doll, and Phyllis' doll in point of prettiness.

iv. Invent a short story about three kittens; they must be of different sizes.

v. Suppose you have three dolls, name them and compare them as to size and prettiness. (*For Girls.*)

vi. Suppose you have three dogs, name them, say what kind each is, and compare them in point of size and speed. (*For Boys.*)

vii. Write a few lines about apples, pears, and peaches, telling me which you prefer and why.

## LESSON 19

## JOINING WORDS

## AND BUT

A visit to an old lady :

“We’ll stop to make the kettle boil  
*And* brew some tea, *and* set the tray,  
*And* poach an egg, *and* toast a cake,  
*And* wheel her chair round if we may.”

—*Rossetti.*

*Note* how the word **and** leads you on ; how it **adds** one fact to another.

Read this :

“Boats sail on the rivers  
*And* ships sail on the seas,  
*But* clouds that sail across the sky  
Are prettier far than these.”

—*Rossetti.*

The word **and** joins or adds the second sentence to the first and leads you on to something you quite **expected**.


The word **but** also links the sentences together, at the same time it pulls you up short—it makes you **wonder** what is coming.


Andersen wrote of a princess : “She was the greatest beauty in the palace, tall *and* fair *and* richly dressed, *but* she was dumb.”


The word **but** leads you to the **surprise**.


*Exercise*


Complete these sentences using *and* or *but* :—


The wasp is prettier than the bee 


The owl has large eyes 


The ostrich has wings 


There is snow on the ground 

The birds built their nests 

The rose is sweet 


The trees are in leaf 

Summer nights are short 

January is cold 

November nights are long 

A watch has hands 

Flowers wither in Autumn 

## LESSON 20

## SOME MORE JOINING WORDS

## WHO. WHICH. THAT.

This is the maiden. She milked the cow.

{ We can make these two sentences into one by  
using a suitable joining word.

{ This is the maiden **who** milked the cow.  
or, we could say :

{ This is the maiden **that** milked the cow.

{ This is the cat. It ate the rat.

{ This is the cat **which** ate the rat.  
or, we might say :

{ This is the cat **that** ate the rat.

{ This is the house. Jack built it.

{ This is the house **which** Jack built.  
We also say :

{ This is the house **that** Jack built.

Study the above joining words. Where are they placed ?

Note that **who** is placed near the name of  
*persons only* ;

that **which** is placed near the name of  
*animals and things* ;

but **that** is placed near the name of *persons*,  
*animals*, or *things*.

*Exercises*

i. Make the two sentences into one by using one of the three joining words, **who**, **which**, and **that**.

This is the man. He fell.

It was a princess. She stood outside.

It is my brother. He lives here.

There was once a man. He was very rich.

I have an old pen. It belonged to my grandfather.

Far away there lived a king. He had eleven sons.

A handsome flower sprang up. It looked like a tulip.

There was once a little girl. She was tiny and delicate.

The corn grew quite long. It was sown in the field.

There were once five and twenty tin soldiers. They were all brothers.

You will see three doors. You can open them.

He lived with his mother. She was very clever.

Some children brought corn. They threw it to the chickens.

It was a page torn out of an old book. It ought never to have been torn.

I will give you my apron. You can spread it out.

She looked up at the star. It seemed to grow brighter.

ii. Connect these sentences with the joining words, **who**, or **which**, or **that**.

They ^ know nothing about the sun. They are never out in the sunshine.

The woods and glens ^ are all belonging to thee. We see the woods and glens.

The bugle calls the warders ^. The warders guard thy repose.

We have come to fish for the herring-fish ^. The fish live in this beautiful sea.

The wind ruffled the waves ^. The wind swept them all night long.

The wooden shoe ^ is a wee one's trundle-bed. The shoe sailed the skies.

She looked up through the dark blue water ^. The fish were lashing the water with their tails.

I climbed a rocky height ^. The goat could not climb it.

The brook ^ sings its song. The brook flows past the mill.

There came a big spider. It sat down beside her.

iii. Fill in the blanks with a short sentence using the joining word **who**, or **which**, or **that**.

The child . . . . . came empty-handed.

I knew a boy . . . . . and lost his way.

There was a little shallow brook . . . . .

A bird . . . . . hopped upon the sill.

I would sail above the tallest tree . . . . .

Roll on yon restless waves . . . . .

A wolf . . . . . called to a sheep for help.

I shake the dew . . . . . from my wings.

This is my little brother . . . . . and this  
is my dog . . . . .

## LESSON 21

### POSSESSION

“The cow has a horn, and the fish has a gill;  
The horse has a hoof, and the duck has a bill;  
The bird has a wing, that on high he may sail;  
And the lion a mane, and the monkey a tail.”

—J. Taylor.

In the above you are told that each animal owns or *possesses* something, the cow *possesses* a horn, the fish *possesses* a gill, and so on. It can be written much simpler and shorter in another way, and ownership or *possession* is shown just as plainly—see page 49.

## Singular owner.

The cow's horns

The fish's gill

The horse's hoofs

The duck's bill

The bird's wings

The monkey's tail

## Plural owner.

The cows' horns.

The fishes' gills.

The horses' hoofs.

The ducks' bills.

The birds' wings.

The monkeys' tails.

i. *Note the Apostrophe (').* See where it is placed when the noun is in the *Singular number* and where in the *Plural number*.

*Exercises*

i. Make sentences, using in each, one of the above phrases.

ii. Change these phrases and show possession by using an apostrophe, and place each in a sentence ; e.g. :

{	hat of the boy	}
{	The boy's hat was lost	}
{	dresses of the girls	}
{	The girls' dresses were pretty	}

The toy of the baby ; tail of the dog ; books of the children ; doll of the girl ; shoes of the baby ; school of the boys ; biscuits of dogs ; games of the children ; claws of the cat ; the prize of the boy ; clothes of the beggar ; the knife of Jack ; the nests of the birds ; hats of the ladies ; dog of the shepherd.

## LESSON 22

## FORM OF THE SENTENCE

## PART I. ORDER OF SUBJECT AND PREDICATE

Read this little paragraph : " A pleasant house stood close by the roadside in the country. A little garden lay in front enclosed in palings and full of flowers. A little daisy grew near the hedge in the soft green grass."

Do you like the paragraph ? Note that the sentences run thus :

A house stood . . . A garden lay . . . A daisy grew . . .

Don't you think you could improve it ? Can't you make each sentence more of a *surprise* ? Write it in such a way that no one knows what to expect. Do not begin the sentence by telling all there is to know.

If I say to you, " In the street, just outside the school, stood a . . . " you are all anxiously waiting to know *what* stood there. Now try with the paragraph. Begin " In the country," and keep the surprise to the last.

" In the country, close by the roadside, stood a pleasant house." That is how Andersen wrote it. Instead of *beginning* the sentence with the *subject*, he *ended* with it.

Now take the second sentence. This can be

greatly improved. In the first place the words “enclosed in palings and full of flowers” belong to the word “garden,” and they must be put as near it as possible.

The third sentence will be much stronger and more of a surprise if we put the *subject* last of all.

Andersen wrote the paragraph thus :

“In the country, close by the roadside, stood a pleasant house. In front, lay a little garden enclosed in palings and full of flowers. Near the hedge, in the soft green grass, grew a little daisy.”

### *Exercise*

*Study this* :—“The most beautiful little girl that Tom had ever seen lay upon the snow-white pillow, under the snow-white coverlet.”

Now rewrite the sentence, begin with “Under the snow-white coverlet . . . lay the . . .” etc.

### *Exercise*

*Study this* :—“A rose tree grew in the middle of a garden ; it was full of roses, and a tiny elf lived in the loveliest of them all.”

Rewrite the sentence. Begin “In the . . . . . and in the loveliest of,” etc.

*Exercise*

Study the form of the sentences in this paragraph :

“By Arthur’s side, in white flannel shirt and trousers, Captain’s belt, straw hat and yellow cricket shoes sits a strapping figure, near six feet high, with ruddy face, curly brown hair, and a laughing dancing eye. It is Tom Brown, grown into a young man, nineteen years old, and Captain of the eleven.”

Now select a boy or girl from your class, and describe as above.

Read this paragraph :

“The dark woods and the shining salmon river were behind him and far below him. The town was on his left, and far, far away the river widened to the shining sea. Great plains and farms and villages amid dark knots of trees, lay before him, spread out like a map. They all seemed at his very feet ; but he had sense to see they were long miles away. Moor after moor, hill after hill rose to his right, till they faded away, blue into blue sky. A deep, deep green and rocky valley, very narrow, and filled with wood lay between him and those moors, and really at his very feet. He could see a clear stream glance through the wood, hundreds of feet below him.”

*Note.* Every sentence begins with the subject followed by the predicate.

*Exercise*

i. Rewrite the paragraph, making some of the sentences stronger by opening with a phrase and by placing the predicate before the subject.

Begin sentence 1 with "Behind him and . . .  
lay . . ."

„ „ 2 with "On his left "

„ „ 3 with "Before him "

and so on. (See Book  
III for the paragraph as  
Kingsley wrote it.)

ii. Write a description of your kitchen or your dining-room. Some of the sentences may begin thus :—In the middle of the room, which is large, and square, there stands . . . In front of the window is . . . Over the mantelpiece hangs . . . By the wall opposite the fireplace there is . . .

LESSON 23

QUOTATIONS

The old dame asked Tom who he was.

Tom said he was a chimney-sweep.

Suppose you *heard* the old lady ask that question, and *heard* Tom's answer, think of the **exact** words they used :

"Who are you ?"

"I am a chimney-swcep."

*Note.* The **exact** words said by a person are put within inverted commas, or raised commas, so : “ ”. Note the question mark.

The old lady then asked Tom what he wanted.  
Tom said he would like some water.

The **exact** words they used were :

“ What do you want ? ”

“ Water.”

and the conversation is written thus :

“ What do you want ? ” asked the old dame.

“ Water,” answered Tom.

*Note.* i. The “ raised commas ” and their position.

ii. The use of the question mark.

iii. A fresh line for each new piece of conversation.

READ THIS :—

Have you been naughty and have they put you in the lock-up asked Tom. The lobster only said I can't get out. Why did you get in. After that nasty piece of dead fish. Where did you get in. Through that round hole at the top. Then why don't you get out through it. Because I can't.

The above is a conversation between Tom and the Lobster from Kingsley's *Water-Babies*, and is written thus :

“Have you been naughty, and have they put you in the lock-up?” asked Tom.

The lobster only said, “I can’t get out.”

“Why did you get in?”

“After that nasty piece of dead fish.”

“Where did you get in?”

“Through that round hole at the top.”

“Then why don’t you get out through it?”

“Because I can’t.”

In the above conversation, note :

1. The inverted commas, and where they are placed.
2. Each new quotation begins on a fresh line.
3. The question mark.

### *Exercises*

Write these conversations from *Water-Babies* in correct form :

i. What art thou, and what dost thou want, cried the old dame. Water said poor little Tom. Water? there’s plenty in the beck she said. But I can’t get there. And Tom sank down upon the doorstep.

ii. Why dost not eat thy bread. I can’t. It’s good enough, for I made it myself. I can’t said Tom, and he laid his head on his knees, and then asked Is it Sunday. No, why should it be. Because I hear the church bells ringing so.

iii. At last they heard the fairy say attention, children ! Are you never going to look at me again. We have been looking at you all this while they said. Then look at me once more said she. They looked and both of them cried out oh, who are you, after all. Look again said the fairy. You are Mother Carey said Tom.

---

Sometimes the exact words are divided into two parts, like this :

“ Oh, Tom, Tom ! ” she said, very mournfully, “ Oh, Tom ! where are you ? ”

“ Oh ! ” said Tom, “ I have been naughty to Ellie, and I have killed her.”

“ Not quite that,” said the fairy, “ but I have sent her away home.”

“ How cruel of you ! ” sobbed Tom. “ But I will find her again.”

In the above, note :

- i. The *divided* quotation.
- ii. The inverted commas and where they are placed.
- iii. The comma used to separate the quotation from the words thrown in.

### *Exercise*

Write the following sentences correctly, remembering the three points above :

Miss Ellie he said at last I want to know why

I cannot go with you when you go home on Sundays.

Little boys answered the fairy who are only fit to play with sea-beasts cannot go there.

Thank you ma'am said Tom quietly I won't trouble you any more.

## LESSON 24

## ADVERBS

“ *Swiftly, swiftly* flew the ship,  
Yet she sailed *softly*, too ;  
*Sweetly, sweetly* blew the breeze,  
On me alone it blew.”

—S. T. Coleridge.

“ The birds, that sang so *sweetly*  
Beneath the shining sun,  
Within their nests how *neatly*  
Have settled every one.”

—A. P. Graves.

## ADVERBS OF MANNER

Look at the words in italics in the above :  
swiftly, softly, sweetly, neatly.

Of what use are they ?

The ship flew (how ?) *swiftly*.

The ship sailed (how ?) *softly*.

The breeze blew (how ?) *sweetly*.

The birds sang (how ?) *sweetly*.

They settled (how ?) *neatly* in their nests.

These words, added to the *verb* to show **how** the action is done, are called **Adverbs of Manner**.

Note the *-ly*.

### *Oral Exercise*

The bird sings, runs, flies, hops, builds.  
Make sentences showing *how* it sings, runs, flies, hops, builds.

The horse runs, walks, gallops, jumps, trots.  
*How?* The fire burns . . . *how?*

Study these sentences :

“The rain came down *by bucketfuls*, and the hail hammered *like shot on the stream*, which rose and rushed down *higher and higher*.”—*Kingsley*.

Note the phrases in italics. In each case the phrase does the work of an Adverb of Manner.

### *Written Exercise*

Add Adverbial Phrases of manner to these verbs :

My dog barks, begs, runs, jumps, walks, obeys, fights.

Birds sing, fly, build, hop, lay, hatch, feed.

## ADVERBS OF PLACE

“ Little Miss Muffet  
Sat *on a tuffet*  
Eating curds and whey,  
*There* came a big spider  
And sat *down beside her*  
And frightened Miss Muffet *away*.”

“ There ” shows *where* the spider came ;  
“ down ” shows *where* the spider sat ; and  
“ away ” shows *where* Miss Muffet went. These words are **Adverbs of Place**.

“ On a tuffet,” and “ beside her ” show *where* Miss Muffet and the spider sat. These are *phrases* doing the work of Adverbs of Place.

“ He is sailing *o’er the sea*,  
He is coming *home to me*,  
He is coming *back to thee*,  
Baby mine.”

—*Mackay*.

Note the phrases in italics. Of what use are they ?

## ADVERBS OF TIME

“ *Last night* the hedge was only green,  
*To-day* it’s pink and white,  
As if a myriad flakes of snow  
Had fallen *in the night*.”

—*A. Hancock*.

*To-day* shows when the hedge is pink and white, and is an **Adverb of Time**.

The phrases *last night, in the night* also show **Time** and do the work of Adverbs of Time.

Note other Adverbial Phrases of Time :

until morning	before daybreak.
till night	at mid-day.
in the morning	one day.
in the evening	at break of day.
at dawn	after midnight.

### *Exercises*

i. Add more phrases to the above list, and write sentences containing them.

ii. Add Adverbial Phrases to the following. Try to use more than one phrase in each sentence :

Rain fell . . . , Flakes of snow were falling . . . , The hedges are covered . . . , Flowers bloom . . . , The sailor loves . . . , The sun shines . . . , I have built . . . , The East wind blew . . . , Butterflies flit . . . , Little lambs play . . . , The high waves dash . . . , Daffodils and snowdrops grow . . .

iii. " Just before he came to the river side she had stepped down into the cool clear water ; and her shawl and her petticoat floated off her. The green water-weeds floated round her sides,

the white water-lilies floated round her head, and the fairies of the stream came up from the bottom, and bore her away and down, upon their arms."—*Water-Babies*.

Write out the Adverbial phrases in the above paragraph.

iv. Write an account of all you did last Christmas Eve, or Boxing Day, or other Bank Holiday. You may find these words and phrases useful :

Then, soon after this, next, when this was done, as soon as, having done that I, when finished, after which, afterwards, directly, this done, lastly.

v. Your teacher may set one of you to do three or four things in quick succession. Watch the child and then describe the actions.

vi. Describe what takes place at Assembly and Dismissal.

vii. Write an account of a pretty walk or ride you have had lately. Be sure to make *how*, *when*, and *where* quite plain.

viii. You saw a dog somewhere with a bone. Another dog came along. Complete the story. Note the *when*, *where* and *how*.

ix. One day a boy carelessly threw a piece of orange-peel (or banana-skin) on the pavement. A little girl was running that way soon after . . . Complete the story.

### LESSON 25

## HERE, THERE, WHERE, EVERY- WHERE

- i. "Wrens and robins in the hedge,  
Wrens and robins *here* and *there*,  
Building, perching, pecking, fluttering,  
*Everywhere* !"
- C. Rossetti.
- ii. " *Here* it comes sparkling  
And *there* it lies darkling."
- iii. " *Here* I come creeping, smiling *everywhere*,  
All round the open door,  
*Where* sit the aged poor,  
*Here, where* the children play  
In the bright and merry May  
I come creeping, creeping *everywhere*."
- From *The Song of the Grass*.

**Here, there, where, everywhere** are all **Adverbs of Place**.

*Exercises*

i. Write some sentences using these adverbs. You may write your sentence in the form of a question or of a statement. Try to use two or more place words in every sentence as in i., ii., and iii. on page 62.

The *place* words you have just studied are often placed next a verb. Study the following sentences. Notice carefully the use of *is* and *are*.

“ *There are* bridges on the rivers as pretty as you please.”

“ *There is* joy in the mountains.”

“ *There is* joy in the fountains.”

“ *There are* forty feeding like one.”

“ *Where are* the swallows fled ? ”

“ *Here are* daisies, take your fill.”

“ *There is* a lesson in each flower.”

“ *There was* hurrying to and fro.”

*Exercises*

ii. Write sentences containing these phrases :

There is      There was      Where is ?

There are      There were      Where are ?

Is there ?      Are there ?

iii. Revise Lesson 14 on “ their,” and complete the sentences on page 64 by inserting words chosen from these four,—*was, were, their, there*.

1. — parents — —
2. The birds — building — nest.
3. My friends — —
4. We — in time to go —
5. — toys — very pretty.
6. — brother — ill.
7. — — many children —

### A LITTLE STUDY

**No, not ; none, not any ; nothing, anything ;  
nowhere, anywhere.**

Examine :

- (a) He has had *no* dinner.
- (b) He has *not* had *any* dinner.
- (a) *Nowhere* was Lucy to be seen.
- (b) Lucy could *not* be seen *anywhere*.

In the above sentences are seen two ways of saying the same thing.

Make as many pairs of sentences as you can from the above list.

---

### Exercise

Write all you can about your pocket-knife. I should like to know where you got it and how long you have had it ; also the number of blades it has and their quality, and how you use it. If you have no pocket-knife tell me exactly the kind you would like, how you should use it, and how you hope to get it.

*For Girls.*—Tell me all you can about your pair of scissors, or your work-case or paint-box. Study the above hints about the knife.

## LESSON 26

## ADJECTIVES AND ADVERBS

Read these two paragraphs :

1. “She looked up and away as if she were gazing through the sky at something far, far off ; and as she did so, there came such a *quiet, tender, patient, hopeful* smile over her face, that Tom thought for the moment that she did not look ugly at all.”—*Kingsley*.

2. “She looked up and away as if she were gazing through the sky at something far, far off ; and as she did so, she smiled so *quietly, tenderly, patiently* and *hopefully* that Tom thought for the moment that she did not look ugly at all.”

*Note* 1. The **Adjectives** in the first paragraph, —*quiet, tender, patient, hopeful*, describing the noun “smile.”

2. The **Adverbs** in the second paragraph, —*quietly, tenderly, patiently, hopefully*, added to the verb “smiled.”

### 3. How the Adverbs are formed from the Adjectives.

Adjective.	Adverb.	Adjective.	Adverb.
slow	slowly	pleasant	pleasantly.
lazy	lazily	merry	merrily.
smooth	smoothly	pretty	prettily.

### *Exercises*

i. Add to the above list, and make sentences containing one or more of the words from your list.

ii. Describe a cat catching and playing with a mouse; use adjectives and adverbs in your picture.

iii. Write what you can about the life of a wild bird.

*Verbs.*—sings, chirps, flies, flits, hops, builds, hatches, watches, feeds, teaches.

*Adjectives.*—choose these carefully to *fit* your bird.

*Adverbs.*—sweetly, swiftly, cleverly, anxiously, carefully, patiently, safely.

iv. This morning. Describe the call, the rising, the wash, the dressing, the breakfast. Tell *how*, *where*, and *when* all this was done. (Some suitable words are given on page 14.)

v. Describe *how* and *where* you spend your evenings on school days.

vi. Complete these sentences showing *how*, *when* and *where* it was done. "The wind blows"; "The bee gathers honey"; "The stream flows"; "The sun shone"; "The soldiers fought"; "The thunder roared"; "The lightning flashed"; "The rain fell."

## LESSON 27

## ORDER OF EVENTS

- i.                    Mix a pancake,  
                      Stir a pancake,  
                      Pop it in the pan.  
                      Fry the pancake,  
                      Toss the pancake,  
                      Catch it if you can.

*Mix, stir, pop, fry, toss, catch*; do they follow one another in right order?

Now write a few sentences telling me exactly how mother makes pancakes. Close your eyes and think about it. Describe her actions in correct order. You may want these words: flour, eggs, butter, milk, spoon, (currants).

ii. Little Jack Horner sat in a corner eating a Christmas pie. He put in his thumb, pulled out a plum, and said, "What a good boy am I."

Study the form of the above and write another story like it. Begin, "A little barefooted boy

sat . . .” Perhaps you can use these words,—river-bank, fishing, threw, caught, cried.

iii. Tell me in your own words something about Mother Hubbard, her dog and her cupboard.

iv. You have ripe strawberries in your garden, a sick friend at his home, and there is a dairy between your house and his. Write an account of your visit to him. Take the events in exact order.

v. You have a sick friend, there is a florist between your house and his (or hers), and you have sixpence to spend. Write a story about it.

vi. Describe any little game you are fond of playing. Tell the story of it simply, carefully, and in correct order. You may want some of these words and phrases : at first ; after this ; having done that ; being ready ; next ; then ; when finished ; after which.

vii. “A fox jumped up on a moonlight night,  
The stars were shining and all things  
light ;

‘ Oh, oh ! ’ said the fox, ‘ it’s a very fine  
night

For me to go to the farm, heigho ! ’ ”

Complete this story from these notes :

fat goose, chased, goose quacked, farmer’s  
wife, woke farmer, looked out of window,  
gun, fired, killed, escaped.

viii. "Little Jenny Wren  
Fell sick upon a time;  
In came Robin Redbreast,  
And brought her cake and wine."

Write this differently. Begin, "Once upon a time." Use "visit" and "bringing."

" 'Eat of my cake, Jenny,  
Drink of my wine.'  
'Thank you, Robin, kindly,  
You shall be mine.' "

Rewrite this. Begin "Kind little Redbreast."

"Jenny she got well  
And stood upon her feet,  
Then told Robin plainly  
She loved him not a bit."

What *had* she loved? Was Robin "angry" or "broken-hearted"? Finish the story as you like.

ix. "Will you walk into my parlour?" said the spider to the fly.

" 'Tis the prettiest little parlour that ever you did spy;

The way into my parlour is up a winding stair."

"No—for who goes up your winding stair, can ne'er come down again." Continue the story in your own words; make the fly answer the spider. Let the spider tempt the fly again:

- (a) "Will you rest upon my bed?"
- (b) "Will you come into my pantry?"
- (c) "See yourself, your gauzy wings, your bright eyes, in my looking-glass?"

At last, to see those eyes and wings, the fly entered. Then up jumped the cunning spider . . . Finish the story.

## LESSON 28

### NURSERY RHYME STORIES

"Little Miss Muffet  
Sat on a tuffet,  
Eating curds and whey.  
There came a big spider  
And sat down beside her,  
And frightened Miss Muffet away."

Let us make a story out of this little rhyme. We are told first that "Little Miss Muffet sat on a tuffet." That is the chief thing to remember. Now let us say more about the tuft of grass on which she was sitting. Where was it? What was it like? "In a field," "In a garden," "covered with daisies." Then we can make our first sentence:

"Little Miss Muffet sat on a daisy-covered tuft of grass in a field at the bottom of her garden."

What was she doing? We will say she was eating her supper before going to bed. What time shall we say?

"It was seven o'clock in the evening and she was eating her supper of curds and whey."

What happened next? Put it into a sentence. Where do you think the spider came from? "Out of the grass." Say that first. Begin the sentence—"Out of the grass." How far did it go? "Out of the grass came a big spider. When it was quite near the little girl it stopped and sat down beside her."

What happened then? "Miss Muffet ran away." Tell me a little more than that. Shall we let her take her supper with her or leave it behind for the spider? Make a little sentence telling what she did.

"Little Miss Muffet was so frightened that she snatched up her supper and ran home as fast as she could."

There, now you have written a little paragraph all about Miss Muffet and her supper. Read it to me.

"Little Miss Muffet sat on a daisy-covered tuft of grass in a field at the bottom of her garden. It was seven o'clock in the evening and she was eating her supper of curds and whey. Out of the grass came a big spider. When it came near the little girl it stopped and sat down beside her. Little Miss Muffet was so frightened

that she snatched up her supper and ran home as fast as she could."

### *Exercises*

(a) " Jack and Jill  
Went up the hill  
To fetch a pail of water.  
Jack fell down  
And broke his crown,  
And Jill came tumbling after."

Make this into a little story in the same way as you did " Little Miss Muffet."

Tell me :

Who were Jack and Jill ?

Was the hill high or low, steep, or stony,  
or grassy ?

What time was it when they went ?

Who wanted the water ?

Where were they to get it ?

How did they carry the pail ?

What made Jack fall ?

Did he fall before or after he had the water ?

Was Jack badly hurt ?

Was Jill ?

(b) In the same way, write a little story or paragraph on " Little Bo-Peep." " Little Boy Blue." " Old Mother Hubbard." " Little Red-Riding-Hood."

- (c) “In winter I get up at night,  
And dress by yellow candle-light.  
In summer, quite the other way,  
I have to go to bed by day.”

—*R. L. Stevenson.*

Tell this story about yourself in your own words. Begin “In winter-time . . .”

## LESSON 29

### OTHER LITTLE STORIES.—MORE IMAGINATIVE WORK

Write a little story about :

- i. A stray dog (describe it) and what I did with it.
- ii. The lost child and the policeman.
- iii. My lost pet and how I searched for it.
- iv. An open cage-door, a bird, and a cat—  
What happened ?
- v. The lost kitten—youngest of three ; the cat’s grief, the search, where and how found (mewing heard), the joy (purring).
- vi. A butcher’s window, a joint of meat, a passing hungry dog. The chase.
- vii. A policeman, or fireman, or soldier, or sailor, or airman, and something he did.

viii. What I would do with sixpence if I found it.

ix. A mouse, a trap with a piece of cheese in it.

x. A dog chasing a cat, nearly caught, tall tree.

xi. A boy who tried to sail on a pond in a tub; tub overturned; his big dog on the bank; rescue.

xii. A boy and girl were playing near the kitchen fire. The girl's dress caught fire. Finish the story. (There was a rug in front of the fire.)

xiii. Boy, ball, street, motor-car, accident. Tell the story fully.

### *Other Exercises*

i. Describe your walk to school this morning.

ii. Describe something you saw on the way; describe it fully.

iii. Tell me about some game you play.

iv. Have you ever built sand castles? Tell me about it.

v. Tell me about your Saturdays.

vi. Have you been in a boat, on a steamer, on a bus, in a tramcar, in a motor car? Tell me about one of your rides.

vii. Have you ever cooked anything? Give a full description of one of your attempts.

viii. Have you helped to clean a room or make a bed? Describe it.

ix. Have you laid and lit a fire? Describe all you did.

x. Have you made a bonfire in the garden? Tell me about it.

xi. Have you ever given a party to some boys and girls? Describe it fully, including the preparations; or describe any party you enjoyed very much.

xii. Have you ever grown anything? Tell me all about it.

### LESSON 30

## PROPER NOUNS AND CAPITAL LETTERS

Names of persons are Proper Nouns and must begin with a capital letter.

Walter Raleigh. Francis Drake.

“Walter” and “Francis” are *Christian names*, “Raleigh” and “Drake” are *surnames*.

In the name “John Henry Brown” there are two Christian names. It may be written thus:

J. H. Brown.

“J.” and “H.” are called “initial letters.”  
 Note the full stop after each initial letter.  
 “Mr.” stands for the word “Mister,” and  
 “Mrs.” for “Mistress.”

### MORE PROPER NOUNS

i. Sunday, Monday, Tuesday, Wednesday,  
 Thursday, Friday, Saturday.

*Note.*—These nouns can be written thus :

Mon. Tues. Wed. Thurs. Fri. Sat.

ii. January	February	March
April	May	June
July	August	September
October	November	December

*Note.*—Jan. Feb. Mar. Apr. Aug. Sept. Oct.  
 Nov. Dec.

Learn :— Thirty days hath September,  
 April, June and November,  
 All the rest have thirty-one  
 Saving February alone,—  
 Twenty-eight hath it in store,  
 And in Leap Year one day more.

iii. The four seasons are Spring, Summer,  
 Autumn, Winter.

iv. England, English ; Britain, Britons, British ;  
 Ireland, Irish ; Scotland, Scottish ; Wales,  
 Welsh ; France, French.

## LESSON 31

### HOW TO WRITE THE DATE

The first of January, 1920, can be written thus :—1st Jan., 1920.

Study these short forms :

1st, 2nd, 3rd, 4th.

21st, 22nd, 23rd, 24th.

#### *Exercise*

i. Write in short form : first of February, second of March, twelfth of April, fourteenth of August, twenty-second of September, thirty-first of October.

ii. Write in separate lines :

Your name in full.

Your name using initials.

Your date of birth.

Your address.

iii. Write in separate lines :

The name of your school.

Its full address.

To-day's date.

iv. Write for me a paragraph saying which is your favourite day of the week and why.

v. Which is your favourite month and why.

vi. Which season of the year you like best and why.

vii. Write for me a paragraph about yourself, giving me your name and age. Tell me where you live, the name of your school and your class. Tell me which parts of your schoolwork you like best and why.

viii. Describe your favourite occupation when you are not at school.

ix. Write a paragraph about Christmas. (You may want some of these words:—Christmas Eve, Christmas tree, Santa Claus, or Father Christmas, stocking, Christmas carols, presents, plum pudding.)

## LESSON 32

### LETTER WRITING

18 Grove Lane,

Southampton,

April 20, 1920.

Dear Tom,—

I shall be very glad if you will spend Saturday afternoon with me at my house. Please try to be here by half-past two, so that we may have a long time together.

Your friend,

FRED.

The Cedars,  
Grove Lane,  
E. Dulwich.

Aug. 21st, 1920.

My dear Alice,—

Can you come to tea with me on Saturday ?  
If you can, come early and bring your doll, the  
large one in the mail-cart. We will go into the  
Park for a walk before tea.

Your loving friend,  
MARY.

In the above letters study carefully :

1. Where and how the address of the writer is placed.
2. Where and how the date is written.
3. How the friend is addressed and where the words are written.
4. Where the letter begins.
5. How it is ended.

### *Exercises*

- i. Answer one of these letters.
- ii. Ask your friend to spend a few days with you.
- iii. Write a letter thanking a friend for a present.
- iv. Write asking after a friend who is ill.

v. Write asking your friend to meet you. Tell him, or her, when, where, and why.

vi. Write to your father describing a dog, or rabbit, or pigeon, that you would like to have.

vii. Write to your friend about your pets, asking him to come to see them.

### ADDRESSING THE ENVELOPE

The envelope Fred addressed.

The envelope Mary addressed.

	St amp.
Master T. Edgell, 8 Trinity Road, Southampton.	

	Stamp.
Miss A. Holmes, 19 Derwent Grove, E. Dulwich, S.E. 22.	

When you do Exercise i. above, rule a space  $4\frac{1}{2}$ " by  $3\frac{1}{2}$ " and address an envelope for your letter, putting on it Fred's address or Mary's.

In each of the exercises ii. to vii., address an envelope for your letter.

# CONTENTS

1. THE SENTENCE—SUBJECT AND PREDICATE

2. NOMINATIVE

3. PRONOUNS

4. VERBS

5. NOUNS

6. TENSES

7. VOICES

8. TENSES

9. VOICES

10. TENSES

11. VOICES

12. TENSES

13. VOICES

14. TENSES

15. VOICES

16. TENSES

17. VOICES

18. TENSES

19. VOICES

20. TENSES

21. VOICES

22. TENSES

23. VOICES

24. TENSES

25. VOICES

26. TENSES

27. VOICES

28. TENSES

29. VOICES

30. TENSES

31. VOICES

32. TENSES

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PAGE

1

4

7

8

10

13

15

16

17

22

24

26

27

28

30

32

34

39

43

45

48

50

53

57

62

65

67

70

73

75

77

78

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